

CRANSTON SCHOOL COMMITTEE MEETING

MONDAY, APRIL 22, 2013

WESTERN HILLS MIDDLE SCHOOL

400 PHENIX AVENUE, CRANSTON, RI 02920

EXECUTIVE SESSION 6:00 P.M.

IMMEDIATELY FOLLOWED BY PUBLIC SESSION

AGENDA

1. Call to Order – 6:00 p.m. – Convene to Executive Session pursuant to RI State Laws –

2. PL 42-46-5(a)(1) Personnel

a. (Discussion of Termination of Non-certified employee “A”)

b. (Discussion of Memorandum of Agreement between the Cranston School

Committee and Non-Certified Employee “B”)

c. (Renewal of Contracts – Administrators/Principals)

3. PL 42-46-5(a)(2) Collective Bargaining and Litigation:

a. (Contract Negotiations’ Update – Secretaries)

b. (Teachers)

c. (Bus Drivers)

d. (Teacher Assistants)

4. Executive Session

5. Call to Order – Public Session

6. Roll Call – Quorum

7. Executive Session Minutes Sealed – April 22, 2013

8. Minutes of Previous Meetings Approved – March 13, March 18, and March 27, 2013.

9. Public Acknowledgements/Communications

10. Chairperson's Communications

a. Presentation by Jack Hogan, PEGASUS Student

11. Superintendent's Communications

12. School Committee Member Communications

13. Public Hearing

a. Students (Agenda/Non-Agenda Matters)

b. Members of the Public (Agenda Matters Only)

14. Consent Calendar/Consent Agenda

15. Action Calendar/Action Agenda

RESOLUTIONS

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-01– WHEREAS, Karen Carnevale, an elementary school counselor, has been recognized by the Rhode Island School Counselor Association, as Counselor of the Year, and will receive this award at the RISCA Conference on April 11, 2013, and

WHEREAS, Karen has been an integral part of the Guidance Department since 2004 and that she has demonstrated responsibilities for implementing a comprehensive, data driven

school counseling program; innovations in school counseling programs to develop and implement programs supporting students' academic, career and personal/social development; leadership and collaboration to maximize student achievement for all students; advocacy for the school counseling profession and/or students, and continued professional development with high standards in her personal and professional conduct, and

WHEREAS, Karen embodies the goals of the counseling profession as outlined in the RI Framework for Comprehensive K-12 School Counseling Programs and in the ASCA National Model, and

WHEREAS, Karen is an exemplary counselor, a role model for counselors and guidance interns alike and the Cranston Public Schools is the beneficiary of this dedicated professional.

Be it RESOLVED, that Karen Carnevale be recognized by the Cranston School Committee for her outstanding accomplishments as a Guidance Counselor in our community.

Be it further RESOLVED, that Karen receive a copy of this resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-02 – WHEREAS, the “Future Chef” competition has been a

Sodexo promotion for the last three years, and

WHEREAS, students were asked to submit a Healthy Recipe of a Healthy Salad Recipe, to be reviewed for their healthy attributes, creativity, Kid Friendly and originality, and

WHEREAS, finalists had to appear and make a display plate of their salad as well as tasting portions for guests that attended the competition, and

WHEREAS, 1st prize went to Larissa Derevyanko from Oak Lawn Elementary School, 2nd prize went to Alexandra Cowart from Glen Hills Elementary School, and 3rd prize went to John Nardolillo from Stone Hill Elementary School, and

WHEREAS, the 1st prize winner will go on to compete for the Regional Title and then go on to a National Competition.

Be it RESOLVED, the Cranston School Committee wishes to recognize and congratulate Larissa, Alexandra and John for their wonderful achievements.

Be it further RESOLVED, that these students be presented with a copy of this resolution signed by the members of this committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-03 – WHEREAS, students from the Cranston Public Schools have distinguished themselves as musicians for their selection to and participation in the 2013 Rhode Island Music Educators Association All-State Ensembles, and

WHEREAS, the following fine musicians performed with the All-State Ensembles on Sunday, March 24, 2013, at the Veterans Memorial Auditorium in Providence:

Junior Division All-State Orchestra Senior Division All-State Orchestra

Laney Kong – Hugh B. Bain John Castore – Cranston West

Aaron Cho – Park View Darcy Davis – Cranston East

Hannah Joyce – Park View Hyeyeon Hwang – Cranston West

Alexander Norberg – Park View Helen Ianni – Cranston East

Theodore Paola – Cranston West Alina Joharjian – Cranston West

Emma Paoella – Cranston West Paris Jones – Cranston East

Jessica Leung – Cranston East

Kathryn Nottage – Cranston West

Junior Division All-State Symphonic Band Andrew Oung – Cranston West

Daniel Saillant – Cranston West Vladimir Vesikov – Cranston West

David Rainone – Cranston West

Oksana Stetsyuk – Cranston East

Senior Division All-State Women's Chorus Peter Xiong – Cranston

East

Amelia Berg – Cranston East

Emily Bitton – Cranston East

Jessica Huetteman – Cranston West

Senior Division All-State Mixed Chorus

Lisa Castore – Cranston West

Franklin Ceballos – Cranston East

Sam Chakmakian – Cranston East

Senior Division All-State Band

Weston DeLomba – Cranston West

Axel Halvarson – Cranston East

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students.

Be it further RESOLVED, that a copy of this resolution signed by the members of the Cranston School Committee be presented to each successful student.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-04 - WHEREAS, Alexis DaFonseca did an outstanding job as a member of the Cranston High School West 2012-2013 Girls' Gymnastics, and

WHEREAS, Alexis made the Providence Journal All-State Gymnastics First Team, and

WHEREAS, she placed fourth on the beam in the New England Regional, and

WHEREAS, Alexis was the top finisher for Rhode Island at the New England Regional placing 9th all around; in addition, she was 5th all around at the State Competition.

Be it RESOLVED, that Alexis DaFonseca be congratulated for her hard work and dedication to gymnastics by the Cranston School Committee.

Be it further RESOLVED, that Alexis be presented with a copy of this resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-05 - WHEREAS, Abbey Torres reached her 1000th career save in her junior season as a goaltender at Cranston West and also served as co-captain this season. She was a vital part of the Thunderbirds Team making it to the semi-finals for the 2nd year in a row, and

WHEREAS, Abbey received the 2013 Bill Nangle Leadership Award for her dedication and example she sets for her teammates. As a freshman, she made 3rd team All-Division. As a sophomore, she made 2nd team All-Division and was “Athlete of the Month” of February for Cranston High School West, and

WHEREAS, because of her outstanding personal accomplishments throughout the entire hockey season, has been recognized as a 2013 1st team All-Division Goaltender.

Be it RESOLVED, that Abbey Torres be congratulated for her hard work and dedication to the sport of ICE HOCKEY by the Cranston School Committee.

Be it further RESOLVED, that Abbey be presented with a copy of this resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-06 - WHEREAS, Lindsay Hadfield has been a driving force in the success for the Thunderbirds Girls’ Ice Hockey Team. In her four years she has helped the team as a whole improve to a play-off contender and has earned some personal accomplishments along the way for her efforts, and

WHEREAS, due to her hard work and dedication, finished 5th in the

league for goals and assists with 17 points, and

WHEREAS, because of her outstanding personal accomplishments throughout the entire hockey season has won the Hobey Baker Award; this award is given to a senior for team sportsmanship/character and earned R.I. Reds Heritage Society Chuck Scherza Unsung Hero Award for the outstanding forward in the state; also named 2nd Team All-Division Forward.

Be it RESOLVED, that Lindsay Hadfield be congratulated for her hard work and dedication to the Sport of Ice Hockey by the Cranston School Committee.

Be it further RESOLVED, that Lindsay be presented with a copy of this resolution signed by the members of the Cranston School Committee.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-07- WHEREAS, the Cranston High School West Girls' Indoor Track Team did an outstanding job; went undefeated in dual meet competition and ended the 2012-2013 season as Division champs, and

WHEREAS, the team was led by seniors Alex and Michaela Hackett, sophomores Nicole and Eleni Grammas, and Oceana Williams as well

as freshman Nadia White, and

WHEREAS, the Cranston West Girls' Indoor Track Team was presented with a plaque for being Division II Sullivan champs with a 9-0 record, and

WHEREAS, the following students were members of the Cranston High School West Girls' Indoor Track Team:

Courtenay Briggs Morgan Abbenante Tatiana Abrantes Alexia Andujar

Adrianna Anthony Asia Baez Brianna Brown Haley Burke

Alexandra Campanaro Autumn Cardente Tayla Cardi Audrianna Casey

Brianna Corcoran Nicole Cote Savanna Cox Danielle Damiani

Ariana DiBoni Vanessa Dilorio Bobbie DiScuillo Stephanie Forlini

Tamara Francese Eleni Grammas Nicole Grammas Ashley Guerra

Alex Hackett Michaela Hackett Alejandra Hernandez Lexi Jillson

Victoria Johnston Sarah Kemble Sarah Lemay Courtney Levesque

Rena Levin Leanna Ly Allison Maloney Olivia Maloney

Destiny Marcello Nora McCabe Molly McCrystal Antonia Montanaro

Pauline Montuori Sarah Nacci Haley Nardolillo Kaitlyn Neves

Stephanie Nyzio Jillian O'Neil Cailyn O'Neil Annie Phelps

Kristin Rodi Taylor Ruggieri Summerly Santos Tori Sarro

Julia Smith Bridget Sova Rebecca Stamp Shannon Sugrue

Tianna Ugarte Asiana Underwood Bridgett Wall Nadia White

Oceana Williams Gabriella Zaccaria

Be it RESOLVED, that the Cranston School Committee extend its congratulations to all of these students.

Be it further RESOLVED, that a copy of this resolution signed by the members of the Cranston School Committee be presented to each successful student.

SPONSORED BY MRS. RUGGIERI AND SUPERINTENDENT LUNDSTEN

NO. 13-4-08 - WHEREAS, it is the responsibility of the Cranston School Committee to create and enforce policies for the district, and

WHEREAS, changes to State and Federal Law, curriculum, buildings, and the community may have made the current policy language out of compliance or obsolete, and

WHEREAS, the Cranston School Committee is tasked with the job of reviewing and updating or amending, as necessary, each policy of the Cranston Public School District, and

BE IT RESOLVED, each committee member will be assigned policy numbers to review and revise, if necessary. A member of the Executive Team who has expertise in this policy area will be assigned

to each of these policy numbers to provide and assist school committee members with background and information, as needed. Policies will be assigned by the Chairwoman.

BE IT FURTHER RESOLVED, that policy revisions will be published in our agendas prior to the meeting where the updated version will be approved for a first reading. Multiple policies may be done on the same agenda.

BE IT FURTHER RESOLVED, that policy review shall be completed by the end of February 2014.

SPONSORED BY THE SCHOOL COMMITTEE

NO. 13-4-09 - WHEREAS, the Cranston School District operates the Cranston Area Career and Technical Center (CACTC) for high school students seeking to learn a trade; and

WHEREAS, the CACTC enrolls students from not just Cranston but also Johnston, Scituate, Foster\Gloucester; and

WHEREAS, the Board of Regents had promulgated regulations stating, in part, that the state would reimburse “100%” of the salary and benefits of the director and guidance counselors at any career and technical school; and

WHEREAS, the Cranston School Department brought litigation seeking reimbursement from the Rhode Island Department of Education (RIDE) for salaries and benefits of the director and guidance counselors at its CACTC; and

WHEREAS, the Chariho Regional School District, which operates a regional career and technical center, joined the litigation; and

WHEREAS, RIDE denied all liability because, among other reasons, the General

Assembly had made no appropriation for the payments sought by Cranston and Chariho; and

WHEREAS, Cranston and Chariho ultimately prosecuted such litigation to the Rhode Island Supreme Court where it was referred for mediation; and

WHEREAS, Cranston, Chariho and RIDE participated in mediation conducted by retired Chief Justice Williams, and entered into a settlement agreement whereby RIDE agreed to pay the Cranston School Department \$258,866.00 and the Chariho Regional School District \$153,290.12; and

WHEREAS, A condition of the settlement was that the Fiscal Year 2013 State Budget

include an appropriation for the same as RIDE was unwilling to take

**such funds from its
operating budget; and**

**WHEREAS, the Governor did not, however, request the necessary
funds in the Fiscal**

**Year 2013 State Budget and the general assembly made no
appropriation for the same in the Fiscal Year 2013 State Budget; and**

**WHEREAS, the Supreme Court has held the matter in abeyance to
allow the
parties to secure an appropriation in the Fiscal Year 2014 State
Budget; and**

**WHEREAS, Majority Leader Nicholas Matiello, Representatives Donna
Walsh, Larry Valencia, Brian Kennedy and Peter Palumbo have
introduced House Resolution H 5635 that would hereby appropriate
out of any money in the treasury not otherwise appropriated for the
fiscal year 2013-2014, the sum of two hundred fifty-eight thousand
eight hundred sixty-six dollars (\$258,866) to the Cranston School
Department and the sum of one hundred and fifty-eight thousand two
hundred ninety dollars and twelve cents (\$158,290.12) to the Chariho
Regional School District and the state controller is hereby authorized
and directed to draw his orders upon the general treasurer for the
payment of said sum upon receipt by him of properly authenticated
vouchers.**

Now be it RESOLVED, that the Cranston School Committee respectfully requests the Rhode Island General Assembly support 2013- H5635; and be it further

RESOLVED, that a copy of this Resolution be forwarded to every member of the General Assembly, the Governor and the Chariho Regional School District.

RESOLUTIONS

PERSONNEL

NO. 13-4-10 - RESOLVED, that at the recommendation of the Superintendent, the following certified personnel be appointed as substitutes on a temporary basis as needed:

Dana Palazzo, Elementary\Early Childhood

William Romanias, Chemistry

Stephanie Brown, Elementary

Pia Saab, Elementary

NO. 13-4-11 - RESOLVED, that at the recommendation of the Superintendent, the following certified staff member be granted a leave of absence without compensation as provided in Article XIX, Section B.4 of the Master Agreement between the Cranston School Committee and the Cranston Teachers' Alliance:

Tania Tasca, Teacher

Leave

Effective Date...September, 2013 to January, 2015

NO. 13-4-12 - RESOLVED, that at the recommendation of the Superintendent, the retirement of the following certified personnel be accepted:

Gail Carbone, Teacher

Cranston High School East

Effective Date...June 30, 2013

NO. 13-4-13 -RESOLVED, that at the recommendation of the Superintendent, the following individual(s) be appointed as an athletic coach:

Jamie-Leigh Ferretti, Assistant Coach Girls' Lacrosse

CHSW

Step-1

Class-D

Playing Competition-None

Experience-Head Coach Cranston West Coed Swim

Certification-RI Coaches Certification; CPR\AED\First Aid

Matthew Davis, Assistant Coach Boys' Lacrosse

CHSE

Step-1

Class-C

Playing Competition-None

Experience-Football Coach Warwick School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

Michael Boyajian, Jr., Assistant Coach Boys' Lacrosse

CHSW

Step-1

Class-C

Playing Competition-None

Experience-Assistant Coach Boys' Hockey Cranston West

Certification-RI Coaches Certification; CPR\AED\First Aid

Derek DiMaio, Head Freshman Coach Baseball

CHSW

Stipend

Playing Competition-High School

Experience-Volunteer Cranston East Baseball

Certification-RI Coaches Certification; CPR\AED\First Aid

Jordan Nasser, Head Freshman Coach Baseball

CHSE

Stipend

Playing Competition-High School

Experience-Cranston American Little League

Certification-RI Coaches Certification; CPR\AED\First Aid

Eugene Hansen, Competitive Cheerleading Coach

CHSW

Stipend

Experience-Providence School Department

Certification-RI Coaches Certification; CPR\AED\First Aid

NO. 13-4-14 - RESOLVED, that at the recommendation of the Superintendent, the following individuals be appointed as volunteer coaches:

Cranston High School East

Zachary Burns Baseball

Raymond Burns Golf

NO. 13-4-15 – RESOLVED, that at the recommendation of the Superintendent, the following individuals be reappointed as volunteer coaches:

Cranston High School West

Dan Hopkins Baseball

Michael Schiappa Baseball

NO. 13-4-16 - RESOLVED, that at the recommendation of the Superintendent, the resignation of the following coach (es) be accepted:

Ariana Spaziano, Assistant Coach Field Hockey

CHSE

Effective Date...March 15, 2013

NO. 13-4-17 - RESOLVED, that at the recommendation of the Superintendent, the following non-certified employee(s) be appointed:

Richard Tucci, 5 Hr. Custodian

Plant

Effective Date...April 1, 2013

Authorization...Replacement

Fiscal Note...11747050 51110

Vanida Phrathep, Site Coordinator

Kidventure

Effective Date...April 1, 2013

Authorization...Replacement

Fiscal Note...51719150 51308

Jenifer Silvestri, Part Time Secretary

Hope Highlands

Effective Date...April 8, 2013

Authorization...Replacement

Fiscal Note...13443210 51110

NO. 13-4-18- RESOLVED, that at the recommendation of the Superintendent, the following non-certified personnel be appointed as substitutes on a temporary basis as needed:

Juan Cartegena, Custodian

John Baldayac, Custodian

Jack Baldayac, Custodian

Michael Colalella, Custodian

Javier Torres, Custodian

Christina Shippee, Secretary

Janet DelBonis, Teacher Assistant

Jonathan Root, Custodian

NO. 13-4-19 – RESOLVED, that at the recommendation of the Superintendent, the retirement(s) of the following non-certified personnel be accepted:

Lola Piciullo, Teacher Assistant

Orchard Farms

Effective Date...June 30, 2013

NO. 13-4-20 - RESOLVED, that at the recommendation of the

Superintendent, the resignation(s) of the following non-certified personnel be accepted:

Loureana Soares, Site Coordinator

KidVenture

Effective Date...March 29, 2013

Aldo Ricaldy, Bus Driver

Transportation

Effective Date...April 15, 2013

NO. 13-4-21 - RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee "A" be accepted.

NO. 13-4-22 – RESOLVED, that the School Committee approve or reject a Memorandum of Agreement with Non-Certified employee "B".

BUSINESS

POLICIES AND PROGRAMS

NO. 13-4-23 - RESOLVED, that at the recommendation of the Superintendent, the following Field Trip of Long Duration be approved:

1. Lori Velino (Guidance at CAC&TC), Steven Versacci (Culinary

Tech-CAC&TC), Robin D’Almeida (Guidance-CAC&TC) and approximately 24 students to travel to Kansas City, MO from June 23, 2013 – June 29, 2013 to attend the SkillsUSA National Leadership and Skills Conference sessions, at no cost to the School Department and no school missed. Please see the attached Field Trip of Long Duration form.

NO. 13-4-24 - RESOLVED, that at the recommendation of the Superintendent, the 2013-2014 School Calendar, AS AMENDED, be adopted.

NO. 13-4-25 - RESOLVED, that at the recommendation of the Superintendent, the Cranston Public Schools Evaluation Handbook and Policy Agreement For Educators and Non-classroom/Related Service Providers be approved for second reading (see attached).

NO. 13-4-26 - RESOLVED, that at the recommendation of the Superintendent, the Educator Code of Professional Responsibility (Policy #4110) be adopted for second reading (see policy attached).

NO. 13-4-27 - RESOLVED, that at the recommendation of the Superintendent, the Adoption of the Rhode Island Basic Education Program (Policy #4116) be approved for first reading (see attached policy).

NO. 13-4-28 - RESOLVED, that at the recommendation of the

Superintendent, the Organization/Visitor Access & Identification Policy #1250, as amended, be approved for first reading (see policy attached)

BUSINESS

NO. 13-4-29 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's 2011-2012 Financial Audit as presented in the Auditor's report for the year ended June 30, 2012

NO. 13-4-30 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's 2011-2012 Federal Single Audit for the year ended June 30, 2012

NO. 13-4-31 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's Letter of Observation and Recommendations (Management Letter) for the year ended June 30, 2012.

NO. 13-4-32 - Resolved, that at the recommendation of the Superintendent, the Cranston School Committee accepts the school district's Communication of Matters Prescribed by Statement of Auditing Standards #114 for the year ended June 30, 2012

PURCHASES AND PURCHASED SERVICES

NO. 13-4-33 - Resolved, that the following purchases be approved:

Physical Education Uniforms for the Middle Schools in the amount of \$3.39 for shirts and \$5.19 for shorts. Uniforms are paid for by the students

Number of bids issued 3

Number of bids received 1

Athletic Supplies in the amount of \$24,807.11.

Number of bids issued 13

Number of bids received 10

Printed Forms in the amount of \$2,292.92. (Purchase pending the availability of funding 2013-2014 budget)

Number of bids issued 3

Number of bids received 1

Life Insurance for the period July 1, 2013 to July 1, 2016 be awarded to RI Interlocal Risk Management (The Trust) at the following rates:

Monthly Cost per \$1,000 of Coverage

Base policy - .097/\$1,000

Accidental Death and Disability .017/\$1,000

Supplemental Contributory Insurance

(paid by employee)

Age of Employee

Less than 35 .04

35-39 .06

40-44 .10

45-49 .14

50-54 .22

55-59 .35

60-64 .52

65-69 .81

70-74 1.20

75+ 2.50

Dependant coverage (as stated in specifications)

(paid by employee) \$4.97

Number of bids issued 8

Number of bids received 4

NO. 13-4-34 - Resolved, membership to School Spring beginning July 1, 2013 based upon a membership fee of \$4,200 due prior to commencement and renewing annually.

NO. 13-4-35 - Resolved, approved use of the agreement between the West Bay Collaborative and Enernoc - an Energy Procurement Consultant - contract to be awarded for a one year period (2013-2014).

NO. 13-4-36 - Resolved, implementation of a Food Service Summer Lunch Program (July – August 2013) at a net loss of \$3,619 to be paid from the Food Service Enterprise Fund.

TABLED RESOLUTION:

NO. 13-3-20 – RESOLVED, that at the recommendation of the Superintendent, the termination of non-certified employee A be accepted.

16. Public Hearing on Non-Agenda Items

17. Announcement of Future Meetings – May 15 and May 20, 2013.

18. Adjournment

School Committee Members who are unable to attend this meeting are asked

to notify the Chairperson in advance.

Interested persons and the public at large, upon advance notice, will be given a fair opportunity to be heard at said meeting on the items

proposed on the Agenda.

Any changes in the agenda pursuant to RIGL 42-46-6(e) will be posted on the school district's website at www.cpsed.net, Cranston Public Schools' Administration Building, 845 Park Avenue, Cranston, RI; and Cranston City Hall, 869 Park Avenue, Cranston, RI and will be electronically filed with the Secretary of State at least forty-eight (48) hours in advance of the meeting.

Individuals requesting interpreter services for the hearing impaired must notify the Superintendent's Office at 270-8170 72 hours in advance of the meeting date.

Notice Posted: April 18, 2013

Organization/ Visitor Access and Identification Policy (#1250)

In an effort to maintain a safe and secure environment in our schools the following policy guidelines will be followed.

Organizations, groups or individuals shall not be allowed to promote or recruit during the school day. All visits by organizations, groups or individuals shall be prearranged and preapproved by the Superintendent or his/her designee.

Visits shall not disrupt the school day including recess and lunch or “free” times.

Principals will maintain daily records of expected visitors, volunteers and approved programming during the school day. This record must be available in the Main Office and must be used to allow entry into the school building.

Any visitor, volunteer or parent/guardian coming into the school for a program, event or to pick up or drop off their child must communicate with the main office prior to arriving at the school. Any unauthorized visitors may be denied entry to the building and will require approval of the building principal or his/her designee.

Any visitor, volunteer or parent/guardian shall go directly to the main

office upon entering the building in order to sign in to the building. Failure to follow this procedure may result in removal from the building.

Any visitor, volunteer or parent/guardian coming into the school for a program, event or classroom activity shall be required to wear a visitor badge/sticker supplied by the school. This badge/sticker must be worn in a visible manner during the entire visit and should be returned to the office prior to leaving the building. Visitors not wearing badges/stickers will be asked to leave the building immediately.

This policy becomes effective on August 28, 2013.

Policy Adopted: 3/20/75

Policy Amended: CRANSTON PUBLIC SCHOOLS

RESOLUTION NO.: CRANSTON, RHODE ISLAND

AMENDED POLICY EFFECTIVE: 8/28/13

The Rhode Island Department of Education has enacted The Rhode Island Code of Professional Responsibility and the revised Basic Education Plan (BEP). The Cranston School Committee and Administration has a statutory responsibility to follow and implement the Department of Education's rules and regulations. Under the BEP the management and evaluation of the Educator is "essential to the mission of implementing a statewide system of public education." The Cranston School Department adopts this policy as its own and incorporates its contents into the educational mission of the Cranston School Department. The following policy outlines the expectations and professional responsibilities of Educators in the Cranston School District.

Preamble

Working with students in Cranston schools necessitates a public trust and a level of responsibility to our citizens that requires the highest level of professionalism from our educators. Bringing all Cranston students to proficiency so they can lead fulfilling and productive lives, succeed in academic and employment settings, and contribute to society demands a profession that exists primarily to meet student needs. The development of professional standards for educators, the enforcement of certification requirements, and the regular evaluation of educators address the standards of performance for our profession. As educators who accept the public trust to work in our schools, we also accept the responsibility for

professional practice that demonstrates ethical conduct and responsibility. The Cranston Educator Code of Professional Responsibility establishes a set of principles to guide the conduct of Cranston’s certified educators and the assessment of conduct in situations that have professional and ethical implications.

As educators, our first responsibility is to our students and to assuring that all students achieve at high levels. As professionals, we also have personal responsibility for establishing high personal standards and monitoring our attainment of these standards. As members of school, district, and professional communities, we are responsible for working collaboratively with others to pursue collective goals. Parents and community members are also important partners in pursuing educational goals. As educators we are also responsible for supporting the policies and procedures of the Board of Regents in assuring that only qualified teachers are entrusted with our state’s classrooms.

The Code contains five core principles that govern the responsibilities and commitments of Cranston Educators. Consistent with applicable law, the Cranston School Department’s Educator Code of Professional Responsibility shall serve as a basis for decisions on issues pertaining to employment in the Cranston School Department.

Note: for the purpose of this section, “educator” means a person:

who is applying for, who holds or who is employed under a teaching certificate, administrator certificate, support personnel certificate or other related permit or endorsement issued by the Board of Regents of Elementary and Secondary Education; other public school employees who may be licensed through other professional bodies (e.g., occupational therapists, physical therapists) and are responsible for the education of children; and anyone who is applying for or is employed as a teacher assistant in a Cranston public school.

Educator Code of Professional Responsibility

The Cranston School Department's Code of Professional Responsibility is a set of commitments which the Cranston educational community expects all members to honor and practice. These commitments guide professional conduct in all situations with professional and ethical implications. The Code embraces the fundamental belief that the student is the foremost reason for the existence of the profession.

1. Responsibility to Students

Cranston Educators' first commitment is to ensure that all students achieve at the high levels needed to lead fulfilling and productive lives, to succeed in academic and employment settings, and to contribute to society. Cranston Educators:

- **Respect the inherent dignity and worth of each student.**

- **Act upon the belief that all students can learn.**
- **Establish high expectations and provide instruction that challenges all students.**
- **Recognize the differences among students and provide the appropriate educational supports and instructional differentiation responsive to individual needs.**
- **Address the uniqueness of each student and endeavor to maximize learning through personalization of the educational experience for each student.**
- **Promote the right and responsibility of students to explore ideas, to develop skills, and to acquire knowledge necessary to be contributing members to society.**
- **Endeavor to present facts and provide access to all points of view without deliberate distortion, bias, or personal prejudice.**
- **Assure that their classrooms are environments characterized by respect for and equal opportunity for all students, regardless of race, ethnicity, national origin, language, gender, religion, economic status, disability or sexual orientation.**
- **Promote the development of character and civic responsibility in their students.**
- **Maintain confidentiality of all student information and dispense that information only when required by professional practice or state or federal law.**
- **Maintain a professional relationship with students at all times, both in and outside the classroom.**

2. Responsibility to Self

Cranston Educators are committed to establishing high professional standards for their practice and striving to meet these standards through their individual performance. Cranston Educators:

- Assume responsibility and accountability for their performance and continually strive to demonstrate proficiency and currency in both subject matter knowledge and teaching skills.**
- Develop personal and professional goals with attention to professional standards, student achievement, and school district initiatives and implement a course of professional development to support attaining the goals.**
- Actively engage in professional learning communities and seek feedback in order to improve their performance.**
- Examine their practice on a regular basis to expand their knowledge base, broaden their skills, and incorporate new ideas.**
- Pursue only those educational positions or assignments for which they have the appropriate educational certification and credentials and for which they have appropriate professional qualification.**
- Strive to exercise the highest level of professional judgment.**
- Refrain from using institutional or professional privileges for personal advantage.**

3. Responsibility to Colleagues and the Profession

Cranston Educators are committed to work with school and district colleagues and as members of professional communities to establish

and implement initiatives that will further students learning, Cranston Educators:

- Work effectively with other professionals on curriculum development, instructional initiatives, assessment programs, and professional development.**
- Assume responsibility for working with colleagues to assure their school meets local and state educational objectives.**
- Encourage and support staffing decisions that are made based on the best interests of students.**
- Collaborate with others to improve student learning.**
- Support colleagues in developing and maintaining a work environment that allows all educators to maintain their individual professional integrity free of pressure to act in ways that are not in the best interests of students.**
- Encourage the participation of teachers in the process of educational decision making.**
- Encourage promising candidates who are interested in education to learn about the opportunities and the challenges of a career in education and support those who pursue careers through informal induction into the profession as they develop the competence and qualifications to become effective educators.**
- Maintain integrity regarding the acceptance of any gratuity, gift or other compensation that might impair or influence professional decisions or actions.**

4. Responsibility to Parents and the Community

Cranston Educators are committed to collaborate with families and communities to offer a quality education to all students. Cranston Educators:

- Make concerted efforts to communicate with parents and families in a way that shares all information necessary to become meaningful partners in the child's education.**
- Endeavor to understand and respect the values and traditions of the diverse cultures represented in their community and in their classrooms.**
- Endeavor to assure equal educational opportunities for all children in the community.**
- Cooperate with community agencies that provide resources and services to support students.**
- Maintain a positive and active relationship with students' parents, families, and other members of the community.**
- Distinguish between their personal opinion and official policies of the school or educational organization when communicating with parents, families, and the community.**

5. Responsibility to Rhode Island Board of Regents

Rhode Island Educators demonstrate a commitment to Rhode Island standards for educator quality through certification requirements and support for the implementation of state initiatives within their districts. Rhode Island Educators:

- Provide accurate, truthful, and complete information to the Rhode Island Department of Education concerning all certification matters.**

- Recognize that meeting certification requirements is a pre-condition to any contractual agreement for a position that requires certification in Rhode Island schools.
- Engage in ongoing appropriate professional development for all certificates they intend to maintain.
- Accept only those assignments for which they are professionally qualified and hold appropriate certification unless the educator and the district have agreed to the assignment and the district has secured prior approval from RIDE.
- Develop an understanding of state initiatives and support the implementation of these initiatives within their schools and districts.
- Maintain the security of standardized testing materials that comprise state assessment programs.
- Further the mission, policies, and regulations of the Rhode Island Board of Regents.

Source: Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist, Commissioner

**POLICY ADOPTED: April 22, 2013 CRANSTON PUBLIC SCHOOLS
RESOLUTION NO.: 13-04-26 CRANSTON, RHODE ISLAND**

Adoption of the Rhode Island Basic Education Program

(Policy #4116)

Purpose The purpose of this policy is to ensure that the Cranston Public Schools are in full compliance with the Rhode Island Department of Education (RIDE) Basic Education Program (BEP).

Position The BEP establishes standards deemed essential by the Board of Regents to assure the provision of a guaranteed and viable education for all public school students and ensure the implementation of the Rhode Island Comprehensive Education Strategy. The Cranston Public Schools are committed to fully implementing all aspects of the BEP.

The administration is hereby directed to establish a procedure for the hiring, assignment, transfer, layoff or recall of staff that complies with the BEP and law.

Legal Reference

R.I.G.L. - 16-2-9 - General Powers and Duties of School Committees

R.I.G.L. - 16-2-18 - Selection of Teachers and the General Control of Schools

R.I.G.L. - 16-7.1-2 - Accountability for Student Performance

RIDE Basic Education Program Regulations; Title G, Ch 12-15, including 15-2.2

See also: Commissioner of Education Letter to Superintendents dated October 20, 2009 re: Basic Education Program Regulations and Seniority Based Teacher Assignments; Advisory Letter from the Commissioner of Education regarding formal legal advisory opinion request of the Lincoln School Committee dated November 7, 2011; Commissioner of Education Letter to Superintendents dated January 31, 2013.

Policy Adopted: CRANSTON PUBLIC SCHOOLS

RESOLUTION NO.: CRANSTON, RHODE ISLAND

Resolution No. 13-4-24 CRANSTON PUBLIC SCHOOLS Amended: April 22, 2013

Resolution No. 13- 3- 24

CALENDAR FOR 2013-2014

Approved March 18, 2013

At the discretion of the Superintendent of Schools, and with School Committee approval, this calendar may be altered during the scheduled recess periods or at the end of the school year, due to emergencies affecting the health and safety of our students and/or operation of our schools.

MONTH M T W T F DAYS MONTH M T W T F DAYS

Aug. 22* 23* Feb.

26** 27 28 29 30 (4) 3 4 5 6 7
10 11 12 13 14

Sept. X 3 4 X X X X X X 9 10 11 12 13 24 25 26 27 28 (15)
16 17 18 19 20
23 24 25 26 27 (18) Mar.

30 3 4 5 6 7

Oct. 1 2 3 4 10 11 12 13 14
7 8 9 10 11 17 18 19 20 21
X 15 16 17 18 24 25 26 27 28 (21)
21 22 23 24 25 31
28 29 30 31 (22) Apr. 1 2 3 4

7 8 9 10 11

Nov. 1 14 15 16 17 X
4 5 6 7 8 X X X X X
X 12 13 14 15 28 29 30 (16)

18 19 20 21 22

25 26 27 X X (18) May 1 2

5 6 7 8 9

Dec. 2 3 4 5 6 12 13 14 15 16

9 10 11 12 13 19 20 21 22 23

16 17 18 19 20 X 27 28 29 30 (21)

X X X X X

X X (15) June 2 3 4 5 6

Jan. X 2 3 9 10 11 12 (13

6 7 8 9 10 16 17 18 19) 20

13 14 15 16 17 23 24 25 26 27 (9)

X 21 22 23 24 82

27 28 29 30 31 (21)

98

***New Teacher Orientation – August 22 & 23, 2013**

****All**

Professional Staff Orientation – Aug. 26, 2013

First Day of School for Students – Tuesday, August 27, 2013 – ALL

GRADES REPORT

SCHOOLS WILL BE CLOSED (X=no school)

Sept. 2, 2013 Labor Day

Sept. 5 and 6, 2013 Rosh Hashanah

Oct. 14, 2013 Columbus Day Observed

Nov. 11, 2013 Veterans' Day Observed

Nov. 28 and 29, 2013 Thanksgiving Recess

**Dec. 23 to Jan. 1, 2014 Holiday Recess (includes Christmas
Day/Dec. 25 & New Year's Day/Jan 1)**

Jan. 20, 2014 Martin Luther King, Jr. Day

Feb. 17 to Feb. 21, 2014 Mid-Winter Recess (includes Presidents' Day / Feb. 17)

April 18, 2014 Good Friday

April 21 to April 25, 2014 Spring Recess

May 26, 2014 Memorial Day Observed

Schools close June 12, 2014 or the 180th day (June 13th to June 19th = make-up days for inclement weather)

First term – Aug. 27 to Nov. 1, 2013 = Inclusive 45 days Second term – Nov. 4 to Jan. 21, 2014 = Inclusive 45 days

Third term – Jan. 22 to April 1, 2014 = Inclusive 45 days Fourth term – April 2 to June 12, 2014 = Inclusive 45 days

GRADUATION DATES

Cranston High School East and Cranston High School West – Saturday, June 14, 2014. NEL/CPS Construction Career Academy – Friday, June 13, 2014.

Cranston East, Cranston West, and NEL/CPS Construction Career Academy Seniors' Last Day of Instruction – May 30, 2014.

gm

Cranston Public Schools

Evaluation Handbook and Policy Agreement

For Educators and

Non-Classroom/Related Service Providers

Cranston Public Schools

Evaluation Handbook and Policy Agreement

For Educators and Non-Classroom/Related Service Providers

School Committee Members

Andrea M. Iannazzi, Esq., Chairman

Trent Colford

Stephanie Culhane

Jeffrey Gale

Paula McFarland

Janice Ruggieri

Michael A. Traficante

Cranston Public Schools Administration

Judith Lundsten, Superintendent

Jeannine Nota-Masse, Asst. Superintendent

Joe Balducci, Chief Financial Officer

Raymond Votto, Chief Operating Officer

Joseph Rotz, Executive Director of Education Programs and Services

Cheryl Coogan, Executive Director of Pupil Personnel Services

**James Dillon, Executive Director of Student Information Services &
Data Management**

Cranston Teachers' Alliance

Lizbeth A. Larkin, President

John A. Santangelo, Jr., Vice President

Kathleen A. Torregrossa, Secretary

Amy S. Misbin, Treasurer

Evaluation Design Team

Thomas Barbieri,

Frank Flynn

Lizbeth Larkin

Peter Nero

Kathleen Torregrossa

District Evaluation Committee (DEC)

The DEC serves as a governing body to support the educator evaluation system. It is representative body comprised of central office administrators, building administrators, a program supervisor, and educators. Selection is determined through Central Administration and the Cranston Teachers' Alliance (CTA). The following five members of the DEC are selected by the Superintendent or designee: central office administrator, Human Resources representative, high school administrator, middle school administrator, and elementary school administrator. The following five members are selected by the CTA President or designee: program supervisor, high school educator, middle school educator, elementary school educator, and CTA Executive Board Member. Additionally, the Educator Evaluation Coordinator serves on this

committee as the Committee Chairperson. Each committee member serves a two-year term. All representatives of the DEC complete evaluator training, with the exception of the representative from Human Resources.

DEC Members

Katrina Pillay - Chairman, Evaluation Coordinator

Karen Altieri - Teacher, Orchard Farms

Don Cowart, Principal, Hope Highlands

Cheryl Anderson - Assistant Principal, Cranston High School West

Michael Crudale - Principal, Park View Middle School

Brian Flinn - Teacher, Cranston High School East

Kim LeBrun - Teacher, Bain Middle School

David Regine – Program Supervisor

Joseph Rotz – Executive Director of Educational Programs and Services

John Santangelo – Vice President, Cranston Teachers' Alliance

Raymond Votto – Chief Operating Officer

A Message From:

Lizbeth Larkin

President, Cranston Teachers' Alliance

The Cranston Teachers' Alliance played a vital role in the development and design of the new teacher evaluation process. It is the union's position that all teachers who are to be reviewed have the appropriate professional development to understand the format and, therefore, be better able to participate in the process.

It is also imperative that all administrators have the appropriate training so they can effectively evaluate and support their staff. The Alliance supports all efforts to make the teacher evaluation a meaningful experience for all concerned. It is important to note that this initiative was accomplished through a labor management agreement between the Cranston Teachers' Alliance and the administration of the Cranston Public Schools. We are grateful for the financial and professional support we have received from the American Federation of Teachers' Innovation Grants and the continued professional support from the Rhode Island Federation of Teachers and Health Professionals. The union will be available to assist the district to insure the success of this evaluation process.

Lizbeth A. Larkin, President

Cranston Teachers' Alliance

American Federation of Teachers, Local 1704

A Message From

Dr. Judith A. Lundsten

Superintendent, Cranston Public Schools

Developing an effective, fair and accurate evaluation system for teachers and administrators is hard work. Cranston Public Schools in collaboration with the Cranston Teachers' Alliance has worked collaboratively to develop such a system. We appreciate the support of additional resources provided through the I3 grant to be part of this important work in developing a system where teachers and administrators receive feedback, have time for reflection and be involved in professional conversations that strengthen their practices. The effort to improve teaching and learning through a new teacher evaluation system has pushed us to think about our policies, and practices and will provide us with data to help shape professional development and other initiatives. Supporting teachers and administrators is a priority as well as support student achievement. We look forward to continuing this demanding work with the Cranston Teachers' Alliance.

Judith A. Lundsten, Ed.D.

Superintendent

Cranston Public Schools

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History/Rationale/Purpose

Over a decade ago, Cranston Public Schools (CPS) recognized a need to redesign the evaluation process for educators. That new model, based on work by Charlotte Danielson, addressed the need to have a

better, more accurate picture of what constitutes good teaching practice in order to serve two purposes – to both inform and guide educators on improving their practice through focused professional development, and to see that improvement in practice translated into improved student achievement. While that system was successful for the time in which it was implemented, more current research on educator evaluation, as well as the current political climate, have illuminated the need to record and review multiple measures of a educator’s practice in order to gain a more comprehensive understanding of effective practice in a world that is rapidly changing.

In 2009, Cranston was invited to join a consortium with five other districts (Central Falls, Pawtucket, Providence, West Warwick, and Woonsocket) to develop a high quality educator evaluation and support system. The RIIC, Rhode Island Innovation Consortium, was formed. In May of 2010, an educator contract was approved for Cranston that included the creation of a new educator evaluation system. The eventual model is fully aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards, and adapted from Charlotte Danielson’s Framework for Teaching (2007).

The RI Innovation Initiative on Educator Evaluation was a collaborative effort led by the RI Federation of Educators and Health Professionals, the districts’ superintendents and union presidents.

Administrative and union teams worked side by side, along with national experts to create a research based system that is focused on professional growth, based on multiple measures of evidence, and provides meaningful feedback and to support continuous improvement in professional practice.

In 2011, the RIIC model was approved for gradual implementation. Over the course of the 2011-2012 school year the model underwent a rigorous restructuring, based on feedback from all constituents involved that year. In May of 2012, a new, redesigned RIIC model gained approval from the Rhode Island Department of Education (RIDE) for full implementation in the fall of 2012.

The Innovation Evaluation and Support System is focused on educator growth and student achievement. It relies on multiple measures of educator effectiveness, including impact on student growth and achievement. Educator effectiveness will be rated on the following domains:

- Planning & Preparation**

- **The Classroom Environment**
- **Instruction**
- **Professional Growth & Responsibilities**
- **Student Growth Measures**

The following processes frame the system:

- **Goal setting and reflection**
- **Formal observations, announced observations, and unannounced observations by highly trained evaluators**
- **Review of additional evidence of effectiveness**

- **RIDE's student growth measures**
- **High quality, timely feedback**
- **Personalized professional development plans**
- **Intensive support with timelines for improvement for personnel identified as ineffective or developing**

Educator Evaluation Components

In accordance with Article XVIII and any and all relevant sections of the collective bargaining agreement, all educators will be required to participate in the evaluation process, in which a rating will be produced each year. All non-tenured educators and educators new to

the Cranston Public Schools will be evaluated on an annual basis for three consecutive years. A teaching year shall consist of a minimum of 135 days worked.

Prior to the end of September, Human Resources will provide each building principal a list of faculty members. The building principal is then required to notify educators, in writing of their official evaluation status for that academic year. This will serve as the educator's official notification of the pending evaluation.

In the event that an educator should obtain an overall rating of Developing or Ineffective, an Intervention Plan will be created. Human Resources will coordinate the District Educator Intervention Plan.

Suggested Educator Evaluation Yearly Schedule

Month	Tenured Educators	Non Tenured Educators	Evaluators
--------------	--------------------------	------------------------------	-------------------

September &			
------------------------	--	--	--

October			
----------------	--	--	--

1st Self Assessment			
----------------------------	--	--	--

Design PGG			
-------------------	--	--	--

Review Student Data			
----------------------------	--	--	--

Design two SLOs 1st Self Assessment			
--	--	--	--

Design PGG			
-------------------	--	--	--

Review Student Data			
----------------------------	--	--	--

Design two SLOs Review &

Approve PGGs

Review &

Approve SLOs

November & December Suggested

1st Observation Suggested

3 Unannounced

Observations

Suggested

Observe all Non tenured 3 times

**Observe all Tenured once, 1/3 with a Formal or Announced
Observation**

January & February Suggested

2nd Observation,

Review goals with Evaluator Suggested

Formal Observation, write Reflection

Review goals with Evaluator Suggested

Observe all Non Tenured once,

**Observe all Tenured once, 1/3 with a Formal or Announced
Observation**

Review educator's goals

March & April Suggested

3rd Observation Suggested

1 additional

Observation

Suggested

Observe all Non Tenured again

Observe Tenured once, 1/3 with a Formal or Announced Observation

Month Tenured Educators Non Tenured Educators Evaluators

May 2nd Self Assessment, prior to Summative Conference

Prepare for & participate in Summative Conference 2nd Self Assessment, prior to Summative Conference

Prepare for & participate in Summative Conference Prepare for & hold Summative Conferences

Educator Self Assessment & Reflection

Educators will begin each school year by rating themselves on the CPS Professional Practice Rubric prior to designing that year's Professional Growth Goal (PGG). Again, prior to the summative conference, educators will rate their practice. In addition, after either a formal or announced observation, educators will review the evidence, write a brief reflection, and can rerate themselves on those targeted areas should they choose. Over the course of a school year, educators may discover patterns and note areas of increasing strength as well as continuing areas for growth.

Purpose: Review for patterns of practice, note areas of strength and growth

Types:

- 1. Rubric Rating**
- 2. Evidence Reflection**

Commence:

- 1. Prior to designing PGG**
- 2. After evidence from a formal or announced observation**
- 3. End of the year, before the summative conference**

Process/Number of times per school year:

- 1. Minimum of two times, prior to developing the yearly PGG and again later in the school year, in preparation of the summative conference and rating**
- 2. A reflection form is completed after either a formal or announced observation once the evidence in the evidence collection template has been reviewed**

Participant(s): Educator**Materials Needed:**

- 1. CPS Professional Practice, rubric rating worksheets (specific to time of year/purpose)**
- 2. Reflection template**

Outcome(s): Direct professional growth plan

Professional Growth Goals (PGGs)

These targeted goals shape every educator's professional development for the school year. They are developed after self-assessment on the CPS Professional Practice Rubric, forming a clear understanding of individual areas of strength and for growth.

Purpose: Continual, personalized, targeted, documented professional growth

Commence: Start of each school year or after educator self-assessment of practice

Process/Number of Times per school year: Design, receive evaluator approval at start of year, review throughout the school year, progress through action plan, and may modify (with approval of Evaluator) as needed

Participants: Educator, Evaluator

Materials Needed: CPS Professional Practice, PGG Template

Conclusion: PGG is rated within the CPS Professional Practice, 4.4b and 4.4c, at the conclusion of the school year, with evidence provided

by educator prior to the summative conference

Student Learning Objectives (SLO's)

SLOs are long-term academic goals, set by educators for groups of students, and are based on student data. They should represent important concepts in learning, must be measurable by valid and reliable assessments, and can be either progress or mastery based.

Purpose: Continual, targeted, documented student growth

Types: Reading, writing, math, or content specific

Commence: Start of school year (October), after review of student data

Process/Number of times per school year: Design, receive evaluator approval at the start of school year, review throughout the school year and progress through academic plan, and may revise (with approval of Evaluator) as needed at midyear

Participants: Educator, evaluator, students

Materials Needed: Student Data on specific assessment criteria, SLO

template, RIDE approval and rating process

Conclusion: SLOs are rated using the RIDE SLO attainment process, at the end of the school year, with evidence provided by the educator, in advance of the summative conference

Conferences

There are five types of conferences. Three conferences are required for all educators: goal setting, mid-year review, and summative. While summative conferences must be conducted, in person, between each educator and their evaluator, goal setting and mid year review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program). All three of these conferences require the collection, analysis, and continuous review of data, Educator Self-Assessment and Reflection data and Student Assessment data.

The remaining two conferences, pre-observation and post-observation, are only required during a formal observation year.

Goal Setting Conference

This beginning of the school year meeting between a educator and their evaluator solidifies both a educator's PGG, as well as their SLOs.

Purpose: During the goal setting conference, the educator and evaluator should review the data used to set both the Professional Growth Goal and two Student Learning Objectives, determine the appropriateness of the goals, and complete the approval process.

Commence: Start of School Year

Process/Number of times per school year: The Educator reviews the data and goals are submitted to the Evaluator for approval. The Evaluator should use the PGG Approval Rubric to complete that process and RIDE guidance to approve SLOs. The data that supports the attainment of goals should be continuously reviewed throughout the year. Goals can be revised as needed, in collaboration between the educator and the evaluator, but no later than mid year.

Participants: Educator, Evaluator

Materials Needed: PGG and/or SLO Materials

Conclusion: Implement action plans for goals once approval has been granted

Pre Observation Conference

The preobservation conference is used by the evaluator to clarify specific elements of an educator's lesson plan prior to an observation.

Purpose: Conducted prior to a formal observation or as requested by either party for an announced observation, this conference gives the educator an opportunity to respond to any questions about the lesson the evaluator may have.

Commence: This conference will take place prior to the observation.

Process/Number of times per school year: The first step is for the evaluator to request a lesson plan from the educator and set a preliminary pre-observation conference and observation date. The educator then designs and submits the lesson plan to the evaluator and peer evaluator (if appropriate). The lesson plan is reviewed, and the educator and evaluator(s) meet to discuss the upcoming lesson. This process should occur prior to each formal observation.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Lesson plan

Conclusion: Confirm observation date and time

Post Observation Conference

During a post observation conference, the educator and evaluator have an opportunity to review and discuss what was observed during an educator's lesson. These professional conversations should provide additional insight into an educator's continually evolving professional practice.

Purpose: Research suggests that positive, productive feedback is essential to establishing a culture of change for educators. Professional conversations between an educator and evaluator should serve as a catalyst for ongoing professional growth.

Commence: After each formal observation, after the educator has reviewed the recorded evidence, and written a reflection, which in turn is reviewed by the evaluator.

Process/Number of times per school year: Once a formal observation has occurred, the evidence has been reviewed and the educator has written a reflection, the post observation conference will take place. This conference should be both holistic in nature with respect to an educator's practice and targeted to specific areas of both professional strengths and areas for growth. Individual components and elements for the CPS Professional Practice should be used as a basis for this conversation, which should take place at the culmination of each formal observation cycle.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Evidence collection template, CPS Professional Practice rubric, reflection template, student work (as appropriate)

Conclusion: Discuss next steps towards professional growth

Mid Year ReviewConference

A mid year review conference provides an opportunity to collect and analyze data on PGGs, SLOs, and an educator's professional practice. Agreed upon modifications can then be made to goals and/or teaching practice.

Purpose: This conference serves as a mid-year check on an educator's PGG and SLOs and allows for agreed upon modifications to be made if necessary. These modifications must have the approval of an educator's evaluator(s). Mid Year Review conferences may be conducted with small groups of educators, when appropriate (for example, by grade level, department, or program).

Commence: Mid-year

Process/Number of times per school year: It is essential that the data

for both PGGs and SLOs be continuously reviewed. The mid-year conference is the last opportunity to make changes to an educator's goals. In writing, using the Mid-Year Revision/Review template, educators may communicate a request for revision and must provide supporting documentation to the evaluator by the last day of the second quarter. If approved, then the revision process must be completed, in collaboration between the educator and evaluator, by the Friday before February break. In addition, educators may request feedback on their professional practice using the Mid-Year Revision/Review template.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials Needed: Data, PGG and SLO templates

Conclusion: Goals are reviewed and modifications are made as needed

Summative Conference

At the end-of-year summative conference, an educator's evidence of goal attainment, as well as a cumulative view of professional practice leads to a final educator effectiveness rating for that school year.

Purpose: The summative conference is a professional conversation

that serves a number of purposes. While the educator and the evaluator review and discuss the various components that lead to a educator's final cumulative effectiveness rating, it also should provide guidance to the educator regarding their progress over the year, areas that indicate growth as well as a blueprint for the design of next year's PGG for continued professional development.

Commence: End-of-year.

Process/Number of times per school year: Evaluators should begin to collect evidence of effectiveness and the attainment of goals in April. All student data on the assessments selected must be completed by the end of the first week of May. Summative conferences can be scheduled with educators beginning May 1st. Evaluators should establish a summative conference schedule. Educators should have at least five school days to prepare materials for submission to their evaluators. Evaluators should have at least five school days to review and rate an educator's evidence in advance of the summative conference date. This once-a-year conference completes the educator evaluation process for the school year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: All materials, data, evidence related to educator evaluation, final summative rating sheet

Conclusion: This conversation should end with an educator and their evaluator's comprehensive understanding of the educator's current level of effectiveness, areas of strength and growth, and considerations for next year's PGG.

Observations

There are three types of observations. Three observations are required for all educators. Five observations are required for non-tenured educators, those who are using a different certification, and those who have been rated as developing or ineffective.

Formal Observation

This is the most comprehensive type of observation, and is required for educators in their formal observation year, non-tenured educators, those who have been rated as either developing or ineffective, and those who are now using a different teaching certification. (30 minutes)

Sequence of events:

Lesson plan

Pre-observation conference

Observation

Evidence feedback

Self reflection (and rating)*

Post conference

Purpose: This type of observation provides a complete picture of an educator's preparation, implementation, performance, and reflection on a specific lesson.

Commence: At least once a year for non-tenured educator and those rated as either developing or ineffective, educators who have changed certifications or are in their formal observation year. Both the educator and their evaluator agree upon the observation time.

Process/Number of times per year: The formal observation cycle should begin and conclude within twelve school days. The evaluator requests a lesson plan from the educator, then reviews and aligns the evidence prior to the pre-observation conference. During this conference, the evaluator has the opportunity to ask clarifying questions and the educator can provide additional information about the lesson.

Within the next one or two school days, the observation occurs.

The Evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template in preparation of the post observation conference. During this conference the educator

and evaluator review the lesson holistically as well as on focused areas.

Formal observation cycles occur at least once a year for non-tenured educators and those rated as either developing or ineffective, once for those educators who have changed certifications or are in their formal observation year.

Participants: Educator, evaluator, peer evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Announced Observation

This observation is required for all educators who are not in their formal observation year, and although a lesson plan is submitted to the evaluator, a pre-conference is only held if requested by either party. The same is true for the post conference. Evidence is still collected and shared with the educator, and the educator would still review that evidence for reflection and re-rating of practice. (20 minutes)

Sequence of Events:

Lesson Plan

Observation

Evidence Feedback

Self Reflection (& Rating)*

Purpose: Although this observation does not require a pre and/or post observation conference, it is another opportunity for the evaluator to collect instructive evidence on an educator's practice and for the educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The announced informal observation cycle should begin and conclude within seven school days. The evaluator requests a lesson plan from the educator, and then reviews and aligns the evidence prior to the observation. A pre-observation conference is not required, but can be held should either party request one. During this conference, the evaluator has the opportunity to ask clarifying questions and the educator can provide additional information about the lesson. Within the next one or two school days, the observation occurs.

The evaluator then aligns the evidence, which is reviewed by the educator prior to writing their reflection. The reflection evidence is also added to the evidence collection template. A post observation

conference is not required but again can be held should either party request one. During this conference the educator and evaluator review the lesson holistically as well as on focused areas.

Commence: Announced observation cycles occur once a year for all educators who are not in their formal observation year.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Lesson plan, evidence collections template, reflection template, CPS Professional Practice Rubric rating sheet

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Unannounced Observation

During an unannounced observation, the evaluator collects evidence to be shared with the educator. These observations are more informal in nature yet help to provide evaluators with a more comprehensive view of a educator's daily practice. Every educator should have a minimum of two unannounced observations per year. (10 to 20 minutes)

Sequence of Events:

Observation

Evidence Feedback

Self Reflection (and Rating)*

Purpose: Although this is an unannounced observation and does not include a lesson plan, a pre-observation or post observation conference; there is an additional opportunity for the evaluator to collect instructive evidence on a educator's practice and for the educator to then review that evidence in order to grow professionally.

Process/ Number of times per school year: The unannounced observation cycle should begin and conclude within five school days.

The evaluator visits the classroom and collects evidence of a educator's practice. The evaluator then aligns that evidence, which is reviewed by the educator. If educators chose to write a reflection to this observation, this evidence is also added to the evidence collection template.

Commence: Unannounced observation cycles occur at least twice a year for all educators.

Participants: Educator, Evaluator, Peer Evaluator (as appropriate)

Materials: Evidence collection template

Conclusion: Collection of evidence is provided to an educator at the end of the cycle.

Yearly Effectiveness Ratings

At the end-of-the-year conference, the evaluator will provide the educator with their summative Professional Practice/Growth & Responsibilities rating (PPGR). The following ranges will be used to determine level of effectiveness.

Scoring Key for CPS Professional Practice Effectiveness Ratings:

HE= Highly Effective (3.5 - 4.0)

E= Effective (2.5 – 3.49)

D= Developing (1.5 – 2.49)

I= Ineffective (1.49 or less)

The CPS Professional Practice Rubric is the vehicle for scoring an educator's professional Practice, Growth and Responsibilities. The PPGR rating will be combined with the Student Learning Rating (SLR) to determine the overall effectiveness rating. The SLR is a combination of the Student Learning Objectives (SLO) Attainment Score and, where appropriate, the Student Growth Score. Once the SLR has been determined and shared with the educator, the SLR and

the PPGR will be plotted into the matrix to determine the Final Effectiveness Rating.

Scoring Individual Student Learning Objectives

Sample SLO:

Objective: Students will improve their expository writing in response

to informational text, including a clear thesis statement and the inclusion of appropriate textual evidence.

Assessment: District writing prompt assessment (administered quarterly)

Targets:

The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.

The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.

Step 1: Scoring Individual SLOs

Exceeded

This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Criteria: 35% of the students exceeded the target AND 85% or more of the remaining students met the target = Exceeded

Sample Data:

- 25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 16 of the 26 students improved by at least 2 levels.

- 34/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 7 of the 34 students improved by at least 3 levels.

All but one student met the target. In addition, 23 out of 60 students exceeded their targets. This can be considered a “substantial” improvement.

Met

This category applies when all or almost all students met the target(s). The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

Criteria: 75% - 84% or more of the students met the target = Met

Sample Data:

- 25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 5 of the 26 students improved by 2 levels.

- 32/34 students who scored a 1 or 2 on Q1 assessment improved by

at least 2 levels by Q4. 3 of the 34 students improved by 3 levels.

**Most students met their targets. 8/60 students exceeded their targets.
Only 3/60 students did not meet their targets.**

Nearly Met

This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

Criteria: 65%-74% of students met the target = Nearly Met

SAMPLE DATA

- 20/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4.**
- 26/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 2 of the 34 students improved by 3 levels.**

Both targets were missed by more than a few students (6/26 and 8/34). However, over 75% of students in both tiers met their targets and 2 students exceeded their targets.

Not Met

This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s) the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

Criteria: